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Parenting Children with Hearing Impairment: The Milieu of Parents' Practices and Experiences

Mastura Badzis*
Rabiu Garba Idris**

Abstract: The birth of a child with hearing impairment imposes more parental demands than having a child without a disability. Parents have little concern about the holistic growth and development of their children with hearing disability. This study aspires to delineate the parental practice and experience in dealing with behavioural problems of their children with hearing-impairments in a Special School in Kano State, Nigeria. This study employed a qualitative case study design in which interviews and observation were used to collect the data. Purposeful sampling was utilised in selecting three fathers and three mothers of children with hearing impairment. Data was recorded, transcribed and thematically analysed in which categories were identified and generated. The findings accentuated several major themes and categories of parental practice and their experiences, which have to do with counselling the children with hearing impairment. Parental experience includes the judgment of others in the family and based on the findings, the researchers provide discernments to parents, their children with hearing impairment, and the immediate community where such children live.

Keyword: *Parenting practices, children with hearing impairment, parental experience, behavioural problems*

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Abstrak: Kajian ini bertujuan untuk mendapatkan gambaran yang jelas mengenai amalan yang dipraktikkan oleh ibu bapa serta pengalaman mereka dalam membesarkan anak-anak ini yang bersekolah di Sekolah Khas di Kano State, Nigeria. Kajian ini menggunakan reka bentuk kajian kes kualitatif di mana temubual digunakan untuk mengumpulkan data. Teknik persampelan bertujuan digunakan dalam memilih tiga bapa dan tiga ibu kanak-kanak yang mengalami masalah pendengaran. Hasil kajian memaparkan dua kategori utama amalan ibu bapa iaitu kaunseling kanak-kanak dan sikap memberi layanan saksama. Dapatan kajian ini juga menunjukkan bahawa ibu bapa anak-anak cacat pendengaran berhadapan dengan cabaran pandangan serong ahli keluarga dan tingkah-laku mencabar di kalangan kanak-kanak seperti sikap agresif melampau dan bergaduh keterlaluan dengan kanak-kanak lain. Implikasi dari kajian menyarankan peranan yang perlu dimainkan oleh kerajaan dalam mengubah sikap masyarakat terhadap kanak-kanak yang mengalami masalah pendengaran melalui kempen pendidikan dan pembinaan dasar baru yang sesuai.

Kata kunci: Amalan keibubapaan, kanak-kanak bermasalah pendengaran, pengalaman ibu bapa, masalah tingkah-laku melampau

1.1 Introduction

Hearing is the ability to understand sounds, and impairment is the damage to the organ of the ear of a person. Therefore, hearing-impaired is the absence of one's capability to perceive frequencies of sound under normal hearing circumstances (Mathers, Smith & Concha, 2010). Hearing-impairment is the occurring sensory deficit among human beings which affects the young, adults and senescent. According to Bush (2019) hearing related challenges could lead to disruptive behaviour. A recent systematic review evaluated the connections between behavioural problems and hearing loss in children, as well as the characteristics of the methods used to manage these issues in this population. Children with hearing disability exhibit numerous behavioural difficulties in life and related scenarios such as aggression, impulsive and diabolic behaviour. Moeller (2007) maintains that children with hearing problems have severe feelings of isolation and detachment because they are unable to maintain friendships and relations with others. Pertaining to this matter, it is widely accepted and recognised that if children with hearing problems are to improve their behavioural and relationship skills; their parents need to be more cautious so as to help their children to have cordial relationships with parents, the school and the community where

such children reside. Parents in general provide an important avenue for children with hearing impairment in facilitating the children's developmental behaviour at their early stage (Bursuch & Asher, 1996). Currently, attempts to enhance parental practice and experience in managing the behaviour of children with hearing impairment occupy a salient mode in educators, policy makers and, governments as it produces measurable gains in the behaviour of children with hearing impairment. According to Erbas et al (2018) it is widely accepted that parental involvement is a factor that contributes to positive intervention outcomes in children with hearing loss. However, the operational meaning of parental involvement is unclear and research that explores the nature of this construct is limited.

1.2 Background of the Study

Parental practice is related to the process whereby parents participate actively in the affairs of their children's general behavioural development. According to Kendziora and O' Leary (1993), parenting a child may be an engagement, or any failure to do that, that may affect the overall development of their children with specific learning and developmental needs. It has been established that the community of deaf children, appears to have more incidental occurrences of behavioural problem compared to mainstream children (Abang, 2005; Ozoji, 2007; Okeke, 2001; Brubaker, 2012). This is to say that certain parental practices contribute to the development and maintenance of behavioural problems in children with hearing impairment. Inconsistent discipline, harsh punishments, inadequate supervision or monitoring of children's behaviour, failure to reward appropriate behaviour, and inadvertently rewarding inappropriate behaviour, have all been identified as contributors to child interpersonal behaviour problems (Terwogt & Rieffe, 2004).

Research findings reveal that parental practice, does affect children's behavioural relationship in a positive way (Huang and Mason, 2008). Parenting a young child can be exciting, rewarding and at times quite demanding. This assertion may be closer to the truth for all families, being a father or mother to a child with a communication difficulty presents various problems that families of children with normal hearing might not experience. Some parents, however, may perceive their extra responsibilities of parenting a child with hearing impairment in a very

different way. The additional responsibilities may be perceived as an opportunity for more practices thus, this may rise to the occasion with the feeling that they can affect their child's future vis-à-vis the interactions with the outside world. Conversely, other parents may not feel as contented with the additional responsibilities and perceive themselves as less effective to the behavioural development of their children and henceforth forfeit their parenting role (Wanjiru, 2014). Indeed, taking care of a child with a hearing problem is very challenging. But Islamic etiquette solely rests such responsibilities on the shoulders of parents as indicated in the Holy Qur'an, My Lord Bestow on them (parents) Your Mercy as they did bring me (the child) up when I was small (17:24). Moeller (2007) believes that it is only through language that a child with a hearing defect makes his or her feelings and intentions known to others. Therefore, these aspects, according to Nwazuoke (1993), often borders on abstract reasoning of a child with hearing difficulties. Henceforth, it could be contended that if the behaviour of children with hearing loss is not addressed, especially by parents, it may pose a serious threat to the child's interpersonal behaviour.

The emergence of a communicative process may perhaps influence the advancement of behavioural problem of a child that has difficulty hearing. The behavioural cases are said to have, according to Masten et al. (2005), adverse effects on the educational, social and developmental process of such young children. This means that behavioural problems in children with hearing loss are fairly common in their families, peers and even in school. The hearing-impaired children externalise behavioural problems, such as aggression and defiance that are likely to perpetuate in their relationships with people and even in education (Campbell, Shaw & Gillion, 2000). In spite of language problems, children with hearing impairment have social and emotional problems, which is concomitant with deafness as a serious sensory deprivation. This deprivation influences the proceeding in which a child who has lost the sense of hearing to understand the condition.

1.3 Statement of the Problem

The deaf community generally experience difficulties in dealing with people in their families, schools and society at large. Indeed, it is a known fact that lots of parents in Kano have little concern about the holistic growth and development of their impaired children (Kolo, 2008;

& Kyauta, 2014). That is why some parents treat their impaired child differently from their other children. Such ill-treatment and neglect engulf the hearing-impaired into stressful situations thereby refraining them from communicating, and making them regard themselves as a burden for everyone in their family (Okeke, 2001; Ozoji, 2005; & Scott, 2012). Besides, this may compel them to be insubordinate to everyone due to the negligence experience they faced. Kyauta (2014) stated that there has been skimpy attention given to the education of children with hearing impairment. Even though there are many special schools for hearing impaired children and adults in Nigeria, little attention has been given to how parental practice can affect the behavioural disposition of children with hearing impairment. The emphasis has been placed more on the strategies for classroom management. There is also no concrete provision from the part of the government or policy makers on the acculturation of parenting children with cases pertaining to hearing impairment. Thus, the study attempted to delineate the parental practice and experience in dealing with behavioural problems of their children with hearing-impairment in Kano State, Nigeria. This may pave the way for policy makers and Special Education practitioners to design and to come up with solutions to the problem in the study. Therefore, the main objectives of this study include the following:

1. To describe the parental practice in managing the behaviour of children with hearing impairment.
2. To explore the parents' experience in dealing with children with hearing impairment.
3. To examine the parents' opinions towards the types of behaviour manifested by children with hearing impairment.

1.4 Methodology

The practice of flexibility and adaptability allowed for the data collection is the strength of this research work. Qualitative researchers exclusively rely on tools for collecting data partaking in the setting and conducting in-depth interviewing. These are the most frequently utilised methods of data collection in qualitative research and evaluation as they help the researchers obtain detailed information about individual knowledge, attitudes, opinions and behaviours. Therefore, this study applies a purely qualitative research methodology. It specifically employed the

descriptive case study research design. A descriptive case study is used to describe an intervention or phenomenon and the real-life context in which it occurred (Yin, 2012). It explores the practices and experiences of parents of children with hearing impairment in dealing with their hearing impaired children.

Researchers in the field of qualitative research, are solely dependent on absolute procedures for collecting information. According to Patton (2002), the research that uses a qualitative method must be highly and sufficiently descriptive to facilitate the readers' understanding of what has happened and how it happened. These as indicated by many researchers include in-depth interview, direct observation, documentation, visual recording and field notes (Creswell, 2007). In this particular study, interviews were used as the main method of data collection. Interviews in the form of a face-to-face discussion with three fathers and three mothers of the hearing-impaired children. The interview data which were gathered by the researchers were transcribed and analysed. The researchers extended the analysis by generating codes, then fragmenting the texts into smaller units and by putting labels to each unit and finally arriving at themes and categories.

1.5 Sample and Procedures

The study resorted to purposive sampling, as the most important kind of non-probability sampling, in order to identify the primary participants (Welman, 1999). The researchers decided to select "Key informants" based on the fact that the data of a rich standard may be obtained from such participants and they have the characteristics relevant to the research questions. Above all, their perceptions and opinions would be most informative. Indeed, Silverman (2005) suggests that purposive sampling allows researchers to choose a case because it could illustrate some features and processes in which they have an interest. In this study, the participants were chosen by looking for those who can be talked to amicably, they understood the information that the researchers need and have vast experiences about the phenomena under study (Bernard, 1994 & Krueger, 1998). The recruitment of the participants was through personal contact and by acquaintance with the school principal where the study was conducted. The essential criteria for participation in the study were:

1. The participants were the parents to a child or children with total hearing impairment.
2. The selected informants granted the researchers the right to audio-tape the interview, and to publish the data in a dissertation and other publications.
3. The participants were varied in terms of age, occupation and level of education, but they shared certain commonalities in the experience as being the parents of children with hearing disabilities.
4. The participants were willingly interested to participate in the interview and able to withstand all the ponderous procedures of the conversational session as well as the follow up interview with the researchers.

1.6 Data Analysis

The researchers employed a thematic analysis approach in analysing the data collected, which is the foundational process of qualitative research of data analysis (Holloway & Tadres, 2003). Thematic analysis is a method used to identify, analyse, and report themes within the data (Braun & Clarke, 2006). This type of analysis is very beneficial as it is highly flexible, accessible and useful which can potentially provide a rich and detailed account of the data. The statements, descriptions, illustrations and the narrations made by the informants were quoted accordingly from the interview excerpts. Thus, the researchers adopted the data presentation and reporting method proposed by Burnard (2004). The researchers presented the findings by linking the findings with the work of other researchers. Therefore, the findings were elaborated extensively with examples, interpreted and discussed in accordance with previous studies and available literature.

1.7 Findings

Parental Practice in Dealing with the Children:

Two themes were generated by regrouping and merging similar themes together, that show what the parents' practised in relation to the behaviour of their hearing-impaired children and the analysis of all data obtained from participants. They highlighted various types of information. They opined that parenting practice is the ability of a father

or mother to ensuring commitments to the positive behaviour of a child. Therefore, the parents indicated in the following categories extracted from the interview excerpts on the platform of the analysis:

Table 1: Identified Categories based on the Data Obtained from the Interview

Main Issue	Categories
Parental practice	1. Counselling the Child 2. Equal Treatment Attitudes

Counselling the Child

From the interviews conducted by the researchers, four of the informants viewed counselling as a means of parental practice in handling the behaviour of their children despite the fact that their children were hearing-impaired. Parent C who is a Qur'anic teacher opined that counselling a child with hearing-impairment is a matter of necessity. This is best illustrated by parent B who categorically proclaimed that:

As I am a teacher to be precise, I play the role of a father, teacher and counsellor; in fact, I am an alpha and omega with regard to this child because he needs an extra assistance and care unlike his siblings So, I give him ample protection and care through a frequent counselling and homily.

In a similar tone, parent A was so emotional on the parenting practice with regard to dealing with the behaviour of his child with hearing-impairment, he said:

Although, I am not happy with the way she has been mute, but this does not mean a problem to me as a father because I always do my best in counselling her. She is my only daughter, I have to live with her the way she is, only that I am trying to counsel her so as she could behave the way other children are doing in the midst of their friends and even in school.

Similarly, parent D who achieved his Master's in Inclusive Education in Manchester, United Kingdom added:

I was trained in Special Education, specifically Inclusive Education and I know a lot about the behaviour of different categories of special needs children...I sit with him and

I give him advice about his problem in an effort to make him behave positively and train him like any child, because counselling a child with hearing impairment is of utmost important without which the child's behaviour may be out of control.

Equal Treatment Attitudes

The problem associated with a child having a hearing problem and a child having no hearing problem in terms of their rearing together, poses some sort of inequality shown by some parents to their disabled children. This impedes many parents from taking good care or give equal attention to their hearing-impaired children in comparison with their hearing counterparts. Some parents were found not giving the same rights or social status to their disabled children. But, in this regard, all three parents (D, E, and F) who are mothers argued that in their attempt to fulfil their parental practices in managing the behaviour of the hearing-impaired children, they show an equality disposition among their children. Parent E categorically disclosed that:

I treat him the same way I did to other children of mine who have no hearing impairment problem at all, that is I deal with my children with the sense of equality to deal with any kind of undesirable behaviour. I do not discriminate; rather I pity more about this child who has this problem.

Equally, parent F confidently shared her views to the researchers with regards to the same interview question she spoke:

I try to manage the behaviour of my child by drawing her closer to me, I always scold and show her what is right and what is wrong. I handle her the way I handle other children of her age, even though she is deaf and she is somehow fierce to other children especially her mates and those of her age.

Comparably, Parent D coincided:

I handle him and care for him the way I did to my other children.

Parental Experience in Managing the Challenging Behaviour

This part of the study was formulated to emanate the experiences that parents of hearing-impaired children have in managing the challenging

behaviour of their children. Parents gain insight into the behaviours of their children through their active participation and involvement, more especially if the behaviours exhibited by the children are very challenging. Parenting a child with hearing impairment brings with it many additional challenges such as higher levels of stress than caring for a child with typical development. Therefore, parents of children with difficult behaviour have more opportunity to share their experiences than those parents whose children are “neuro-typical” individuals. In this research question, two major categories were discerned that is judgement of other people upon the parents and the challenges of dealing with deaf children:

Table 2: Identified Category Based on the Data Obtained from the Interview

Main Issue	Categories
Parental experiences	1. Judgement of Others 2. Dealing with Challenging Behaviours

Judgment of Others

All the participants agreed that managing the behaviour of their hearing-impaired children was often difficult, and left them thinking deeply sometimes. A father regarded public tantrums and the reaction of others as being the most difficult aspect of such behaviours shown by his child. Whereas, a mother commented on how she perceived judgements from others as the most gruelling part rather than the behaviour per se. A common perception from a father was that other people, especially his neighbours tended to judge his child as just a “naughty” child. So, he proclaimed:

People complained to me that my child beats or confiscates this and that or something from the hand of their children. But most of these complaints are verbal, but some people (my neighbours) took the case to the police station in which I had to go and explain to the police officers that my child is deaf and sometimes it is the fault of the children because they tease him. But, yet people pass different judgments against me, calling me a father of a ‘diabolic child’ and this is so embarrassing to me.

However, a mother described her ordeal on how other people look down upon her just because her child has some difficult behaviour which she despaired upon:

Some people, especially my neighbours complained that she is used to taking little children by force and refused to drop the child or give the child back to his or her mother. In many cases they come in person and level their complaints to me, some people even threaten to take revenge or legal action for what she has done to their children. One thing that annoys me most is the way other people describe my child. Some believed that she is a mad child while others think that she is a wicked deaf, all sorts of labelling. In fact, people are spreading gossip about me and my child. There was a time when someone accused me that I am the one that is supporting all what my child does.

Some informant, that is parent B and C with similar experience with that of the above participants explained to the researchers their tribulations which they elucidated as:

Since he cannot hear, he always stays indoors, I mean that is what the mother kept telling me he stays indoors but any time he sees the other children of mine going out he follows them and the other children in my neighbourhood will go about telling the other children this person cannot hear then what they do is the sort of touch him they say something to him which he wouldn't understand so the boy will come crying to me that people are saying something at or hailing insult at him which he never knew whether it is an insult or not an insult since he cannot hear so they find it difficult to play with his age mate due to the fact that he has been misjudged and misperceived by people that is why they called him with different sorts of names which sound very bizarre.

Dealing with Challenging Behaviour

The hearing-impaired children externalise behavioural problems such as aggression and oppositional and violation of rules. These are referred to as very challenging by parents. Two fathers and a mother cited their children's challenging behaviours as being particularly stressful. A father cited temper tantrums, repetitive behaviours and aggressiveness, which he believed that such behaviours occur on a frequent basis.

However, another father described his childhood as still displaying behaviours atypical in nature, despite his effort to deprive him from doing so. Then a mother referred to her child's challenging behaviour shown in the form of tantrums and aggressive behaviour even at school. Under such circumstances, a father observed:

He easily becomes irritated, whenever his brothers say something that he could not understand he goes ballistic and becomes angry with everybody thinking that they are plotting something evil against him. I always calm him down and inform him that they are his brothers as such, they cannot harm him at all. Although, this is pretty difficult for me as a blind person to have been calming down someone who is deaf, can you imagine my situation?

Moreover, the mother also added:

My child easily loses his temper and once this happened, everybody in the home and even in the neighbourhood knows because he will start shouting, crying and flinging things around and even at people. This persisted for hours, he will not listen to anybody.

Parental Opinion on the Children:

The types of behaviour shown by hearing-impaired children were according to what their parents recollected. The data extracted from the informants with regards to the question was that, all of the six parents that were interviewed admitted that their children have been manifesting some kinds of behaviour problems. They opined that seeing such behaviour in their children is something debilitating which affects the interpersonal dispositions of their children. This creates a very negative impact on the hearing-impaired ability to form and maintain healthy and rewarding relationships with other people. The hearing-impaired manifestation of externalised behaviour problems such as oppositional and non-compliant behaviour led to very poor relationship with their family, parents and even their teachers at school. Consequently, the informants acknowledged that their children have some sorts of aggressive behaviour. Therefore, from the participants' perspectives two main themes, namely apparent temper outburst and excessive fighting with other children emerged, as the dominating types of behaviour problems among children with hearing impairment:

Table 3: Identified Categories Based on the Data Obtained from the Interview

Main Issue	Categories
Parental Opinion	1. Apparent Temper Outburst 2. Excessive Fighting with Children

Apparent Temper Outbursts

Temper is one of the most aggressive behaviours exhibited by children with hearing loss, as narrated by one of the participants in this study. Moreover, a mother believed that temper outbursts is the tendency in which the hearing-impaired children become angry easily. This is a common behaviour among such children as stated by two mothers. For two fathers, temper outbursts among the hearing-impaired children is due to the children's inability to perceive what is being said orally. The parents' view with regards to the temper outburst of their children could be supported from the excerpts in which a father lamented:

He easily becomes irritated, whenever his brothers say something that he could not understand he goes ballistic and becomes angry with everybody thinking that they are plotting something evil against him. I always calm him down and inform him that they are his brothers as such, they cannot harm him at all.

Furthermore, parent B precisely narrated the behaviour problem shown by his child expressed his unhappiness as he strongly deplored:

Whenever something happened, he becomes furious that is extremely angry at this point he is angry with everybody in the house. He even left the home and went and slept in his grandmother's house which is very far from my home. This is how he behaves, and sincerely speaking I am not happy with this kind of behaviour at all.

Excessive Fighting with Children

Fighting is another common phenomenon among children with hearing impairment as reported by parents in this research work. Most of the fighting that the children with hearing loss engaged in are their fault, because they always suspect that children are making fun of them, which is not true. But in rare cases they are caused by other children

who are not having hearing disabilities. At times they make fun of them because they cannot hear what is being said. This is evident in what a mother claimed:

Mhmmm...(smiling), he fights with the children excessively, and most of the time it is his fault because when he sees something in the hand of a child, he claims the ownership of that thing even though it does not belong to him. If the child refuses to give it to him, then he beats the child unless the child fights back and one thing I realised was most of the children are afraid of a child with hearing loss.

Accordingly, parent C made his testimony of the fact that his child with hearing impairment engages in a fighting with other children whereby he said:

Well, am you know if children are growing up and they happen to know that ah their relation is having difficulty to hearing what they tend to do is to sort of come whisper something in their ears and pretend that they say something to let that person who has been spoken to in the ear say what they said naturally it is something that causes one to behave, not kind of good because they are showing him anything they want to say under the sun they could say it without him hearing so that gets him irritated as I earlier on mentioned. Mhmm, and this makes him to fight with anybody as he thought that children were mocking him.

1.8 Discussions

The first question revealed that counselling children with hearing impairment is a form of parental practice in managing their behaviour problems. This concurs with the work of Stephens (2010) on how parents can support the process of their children's therapy. He found that parents of children with special needs were engaged in counselling their children with behaviour problems. He also recommended that, good counselling of parents helps children with various behaviour difficulties and their family reflect upon their own motivation and behaviour. This is also similar to the findings of Walton (2013) who asserts that parents of special needs children, especially the physical, sensory and neurologically disabled have the traditional counselling skills in dealing with inappropriate and difficult behaviour of their children. Another

finding under the aspect of parenting practice is that the parents of hearing-impaired children are treating their children equally without segregating the impaired children to the downtrodden.

Parental expectations play an important role in children's development, although some research studies show that children with various special needs, problems, face many challenges for their parents, of which unequal treatment was chiefly among them (Ozoji, 2011). The problem associated with a child having hearing problems and a child whose hearing is not disabled, poses some sort of inequality shown by some parents to their disabled children. With regards to the findings, the researchers observe that parental experiences such as public service and level of education influence parental attitudes in treating their children with hearing problems in an equal manner with the other non-hearing-impaired children. Also, Hornstra et al. (2010) found from the demographic data of his study that parents from lower educational background tend to show unequal behaviour to their children with special needs.

The second research question sought to explore the main experiences that the fathers and mothers of hearing-impaired children have in the process of their parenting dispensations. Parenting children with different sorts of impairments brings with it many additional challenges such as higher levels of stress than caring for a child with typical development. According to Kobosko (2010) Ludlow, Skelly and Rohleder (2013), parents of deaf children or those with hard of hearing experience greater parenting stress than parents of typically developing ones. Stress is an inevitable experience that is felt when an individual is worried about things he or she cannot control. Besides, the findings reveal that parents complain about judgement of others, such as their neighbours and people in the community as well as the teachers of their children as one of their bitter experiences. Many of the parents believe and report that dealing with the behaviour of their hearing-impaired children was often a bit difficult, some participants regarded public tantrums and the reactions from others as being the most difficult aspect of such behaviours shown by their children. They comment on the judgements from others as most embarrassing. A common perception of the parents is not only the judgement passes against them, but also others tend to judge their children as just "naughty" handicapped, and that they as parents were not effective in their parenting.

Importantly, it was not only cases of parents describing the perception of others, but also the more concrete scenarios. For example, parents often discussed incidents where others from the neighbourhood or community are obsessed with them and expressed different comments and judgements to them, describing their child as “diabolic”. One father stated how he finds himself “in the police station”, battling with the public all the time explaining that his child is not mad. His problem is only that he cannot communicate verbally. This finding of the study relates to the findings of Davis and Carter (2008) and Hastings (2003) which discovered that many parents of children with autistic behaviour problems raise concern about the judgement passed against them and their children. In dealing with the behaviour of the hearing-impaired children few parents spoke about the violent behaviour that is directed towards the siblings and the children themselves. One parent described an episode where the violent behaviour of his child escalated perpetually and became angry with everybody in the family. This was very difficult for the father to have to calm the furious child in dealing with such a challenging behaviour. This is similar to the findings of Myklebust (1999), who observes that severely hearing-impaired children think and behave differently from non-hearing-impaired counterparts. He further argues that such children have been variously described as impulsive, aggressive, diabolic and socially immature. As such, their behaviour is very difficult to deal with. He further described that most of the time parents and members of the family are the immediate victims of such violence being manifested by children with interpersonal behaviour problems.

The third research question of this study expresses the parental views on the behaviours exhibited by children with hearing impairment. Basically, the behaviour is the habitual dispositions or actions which are commonly seen in children with hearing impairment as their means of relationship with family, peers and other people in the society. The hearing-impaired manifestation of externalised behaviour problems such as oppositional and non-compliant behaviour led to very poor relationship with their family, parents and even their teachers at school. This view is supported by the work of Merrell (2003) and Campbell, Shaw and Gillion (2000). Consequently, all informants acknowledged that their children have some sorts of aggressive behaviour.

The findings indicated that temper outbursts is one of the most aggressive behaviours exhibited by children with hearing loss. It is the tendency in which the hearing-impaired children become angry easily. This is a common behaviour among such children as stated by some of the parents, due to the children's inability to understand what is being said to them. The participants' views regarding temper outbursts in their children found that deaf children cannot understand the language being spoken by other children. This makes many of the hearing-impaired children feel isolated and become stubborn. Moreover, it was discovered that when children with hearing impairment lose their temper they become furious and resort to extreme anger. This corresponds with the findings of Mc Mahon (1994), Sarwati, Almuhaury and Abdat (2011) and Mohanraj and Selvaraj (2013). This finding also corroborates the work of Merrell (2003) and Majid and Saif (2011), who conducted research on the social behaviour of children with hearing impairment. They found that most children easily lose their temper and become very angry with their friends, teachers and families. They always suspect that other children are wicked and they make fun of them, which is not true. Henceforth, hearing impaired children have a naturally aggressive side and fighting in many cases is part of their way of expression. Hoffman et al. (2015) asserts that the negativities experienced by hearing-impaired children when entering the socialisation process without the chance to choose differ from their peers and these negativities considered as unreachable boundaries despair them; and therefore, encourage aggressive behaviours, low self-esteem, despair, worthlessness and the feelings of anger and frustration arise in these children.

The findings link with the study conducted by Totsika (2008) that investigated behavioural problems of students with intellectual disability. The study suggests that their aggressive and problematic behaviours which consists of bullying and fighting appear at an early stage and continue throughout life. Similar to the above, in a lot of the behavioural problem of deaf children, Davies-Mackenzie and Mansell (2007) find that children with hearing impairment engage in perpetual fighting with their peers at home and in schools. Moreover, in another study Cornish and Ross (2002) reveal that students with hearing impairment do externally exhibit aggression by fighting with their peers who are both hearing and non-hearing-impaired children.

1.9 Conclusion

This research study was designed to seek from the participants, their views pertaining to the issue on their parenting practices, experiences and the strategies they employed in dealing with the behaviours of their children with hearing impairment. The findings of the study, draws the conclusion that, regardless of fathers or mothers, they reported their worries and unhappiness while dealing with the behaviour of their children with hearing impairment. Although, most of the parents narrated that despite the physical handicapped condition of their children, they show them love, care and attention. They give them maximum support, draw them closer in order to make them happy and have a sound behaviour so as to live amicably with one another in the family, school and the community. Parents believed that they sought the intervention of their relatives and neighbours in order to ensure that their children behave in a conventional manner.

Therefore, this research suggests that parenting a child with hearing impairment should be officially inaugurated to enable fathers and mothers to understand, accept and provide specialised knowledge necessary for child training, care and education. This may inject optimism, dynamism, cheerfulness and naturalness into parents. The study also suggests that there should be an educational campaign directed towards a change in the attitude of the society to children with hearing impairment. This should be aimed at sensitising people in the community on the importance of their roles as neighbours to the parents of disabled children. The government can support this course by being more responsive and proactive in promoting societal participation by making its policies explicit enough to the understanding of people in the society and the parents involved. It should be mandatory for parents of hearing-impaired children, regardless of the communication method to develop positive orientation practices such as; expressions of feelings, establishment of limits, in addition to praising and reinforcing their children's appropriate interpersonal behaviour.

It is more worthy to recollect that the incumbent study offers very significant information and narration with regard to the parental involvement in managing the interpersonal behavioural problems of their children with hearing impairment in Kano state. The study unveils the current parenting practices in managing the behaviour

of hearing-impaired, the types of interpersonal behaviour problems exhibited by children with hearing disability, the experience of parents in dealing with the behaviour problems of their children, the parental coping mechanisms in handling the stress of parenting and the school interpersonal behaviour problems of children with hearing impairment. There are still many more facts to be revealed *vis-à-vis* the parental roles and involvement in handling their children with disabilities.

Therefore, the researchers would like to make several suggestions for further research which can add to the body of existing literature on parental involvement in the behavioural manifestation of their children, since there is great diversity in ages, level of education and severity of the disability among hearing impaired children. Notwithstanding the issue of generalising qualitative research findings, yet the findings give a subjective account of parents' experiences and how they cope with the challenging behaviour of their hearing-impaired children. Additionally, the study could be a landmark for reference and spur further research. The study suggests the following for further research:

1. Since there was great diversity in hearing impaired children's ages, educational and socioeconomic background and degree of impairment condition, therefore the differences in interpersonal behaviour in these parameters could not be studied separately in this study, but further research may look and explore on one of these aspects.
2. Due to the nature of the study being qualitative, a mixed methodology may also be adopted in carrying out further studies. Perhaps this kind of study should be replicated on a larger and mixed scale to leverage on the strength of both qualitative and quantitative research methodologies.
3. The present study on parental involvement was ventured on junior secondary school children with hearing impairment. Future researchers could base their study on hearing impaired children who are in the Early Childhood Education Care (ECCE) class.

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